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ABSTRACT

Students should be taught civic competence, values, and dispositions; and skills needed for a democratic society should be acquired through formal education. U.S. schools must teach moral and civic values consciously, yet these values should be taught beyond civics and values clarification courses. The narrow focus of this type of course is to make good citizens, not develop good people; but the idea behind civic education should be that good people will make good citizens. The ideal values to be learned include respect for all people, belief in human dignity, concern for others, justice, fairness, tolerance, caring, and commitment to reflective reasoning, while the good citizen lives an ethic of obligation and service to others. This concept of citizenship and democracy reflects the thought of John Dewey and other contemporary theorists. The chapter titles are: (1) "The State of Civic Education Today"; (2) "Two Democratic Philosophical Traditions"; (3) "The Moral Dimensions of Philosophical Civic Republicanism"; (4) "Democracy, Citizenship, and Community Service"; (5) "Social Heterogeneity and E Pluribus Unum"; and (6) "Civic Competence." A 104-item bibliography concludes the document. (DJC)

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